School Level Considerations When Building your RtI House

Getting Practical with

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The Sequel

Practical RtI Implementation

Blue prints for a house serve as directions for creating a solid framework. Use the NASDSE blue prints to build your RtI framework. The colors, textures, and overall appearance is what each school will bring to the development. Like a completed house, repair work and upgrades are always necessary.

During this Presentation Remember…

"The school building is the unit of change in RtI. Multiple buildings within a district can implement RtI, but their implementations will likely be somewhat different"

Rationale for Variance in RtI Implementation

The Framework is consistent, but implementation varies because of differences in ……..

– consensus building timelines

– training

– resources (staffing, program, schedules, etc.)

– talent among staff (not defined by title)

– methodology and practices

– needs of students

The Role of the District

- "District level support must be systematically built in to support building-level implementation."

- The school is the contractor and the district is the inspector of the framework. These roles help ensure fidelity.

- The district is a resource and meets the needs of schools by maintaining consistent support that focuses on the basic components and framework.

Blue Print- Component 1- Consensus Building

Rationale for Adopting RtI

- NCLB and AYP benchmarks are great motivators for change

- NCLB sanctions contradict research regarding change. The timeline is fast and furious. The law does not give you years to implement change .

- At-risk students motivate staff to accelerate the rate of change. When you have the tools and understand what to do, it is educational malpractice to sit back and watch the instructional gap widen for low performing

Headline History (note: this was not our incentive- we started RtI two years prior to this)

Historical Data that did not make the paper

Pearl Sample Black Subgroup Pass Rate on the SOL test
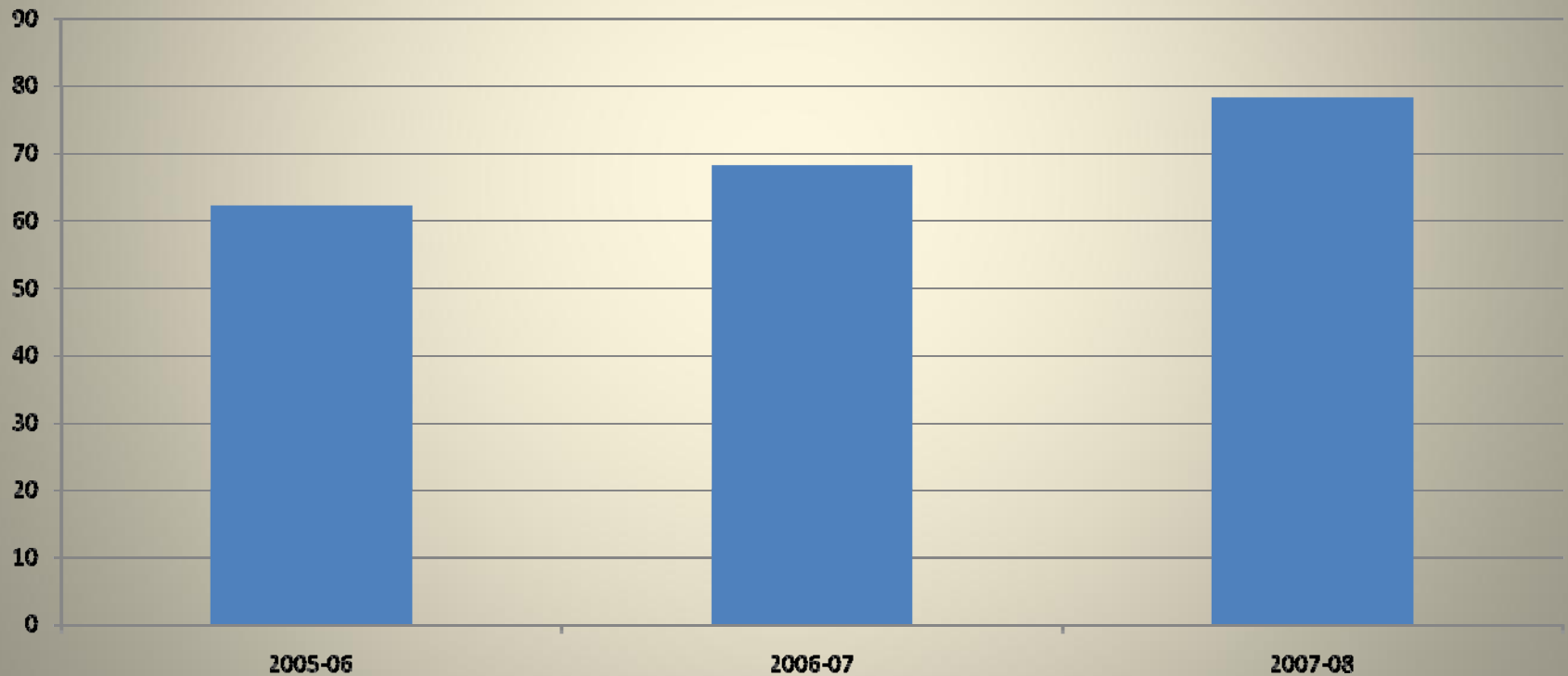
Data Continued

Pearl Sample Disadvantaged Student Pass Rate on the SOL test
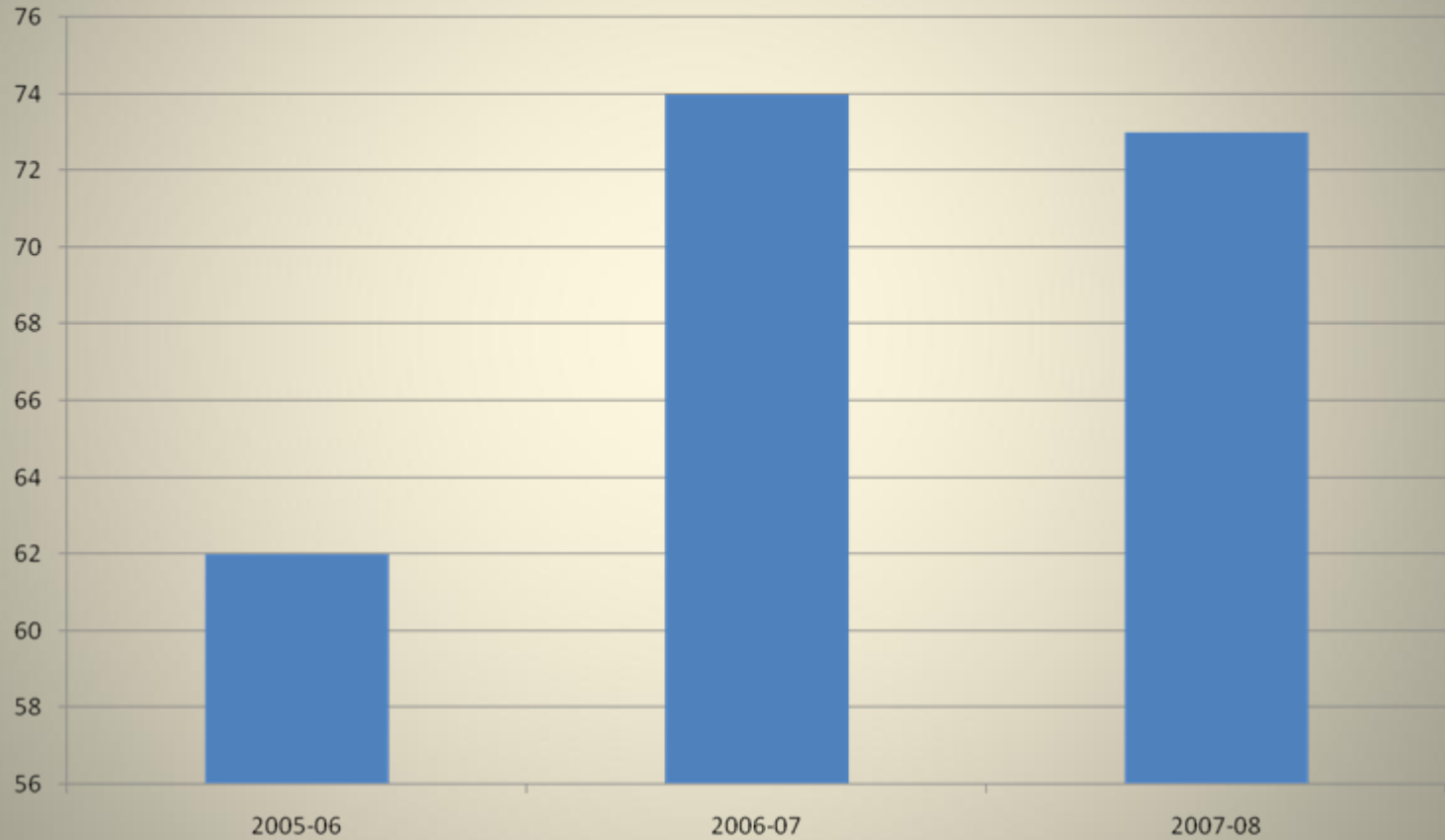
More Data

Pearl Sample Students with Disabilities- SOL Pass Rate
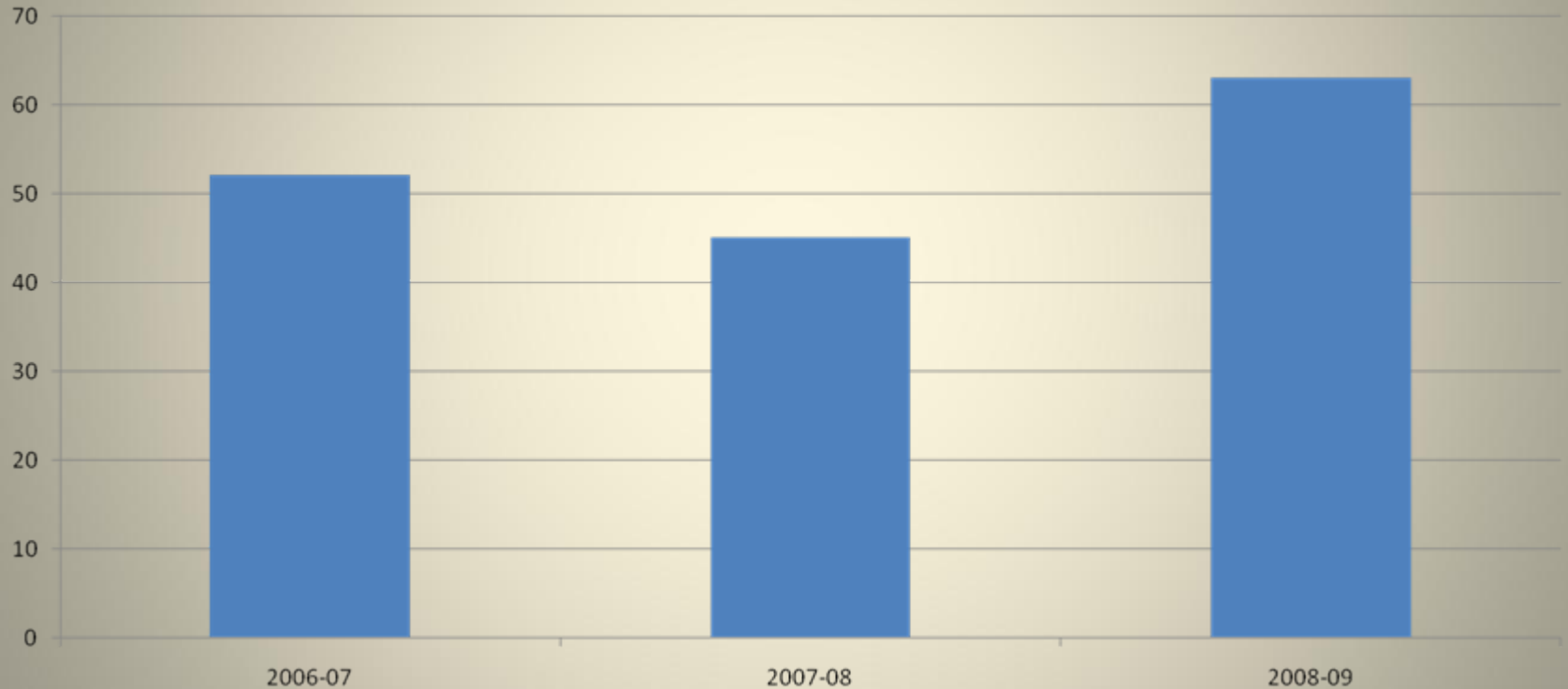
Principal's Role

- Principals are schooled on building consensus and this expertise is an important part of the process. There are resources and tools available- use them.

- Principals, as instructional leaders, need to be the one sharing the rationale for implementing RtI.

- Principals need to keep a focus on student outcome data. Anything else is fluff and significantly lessens the intent of RtI.

Examples of Data Used to Make Decisions

	Beginning DRA	Mid-Year DRA	Gain
Tier 2 Average	15.4	19.5	4.1
Tier 3 Average	10.8	18.9	8.1
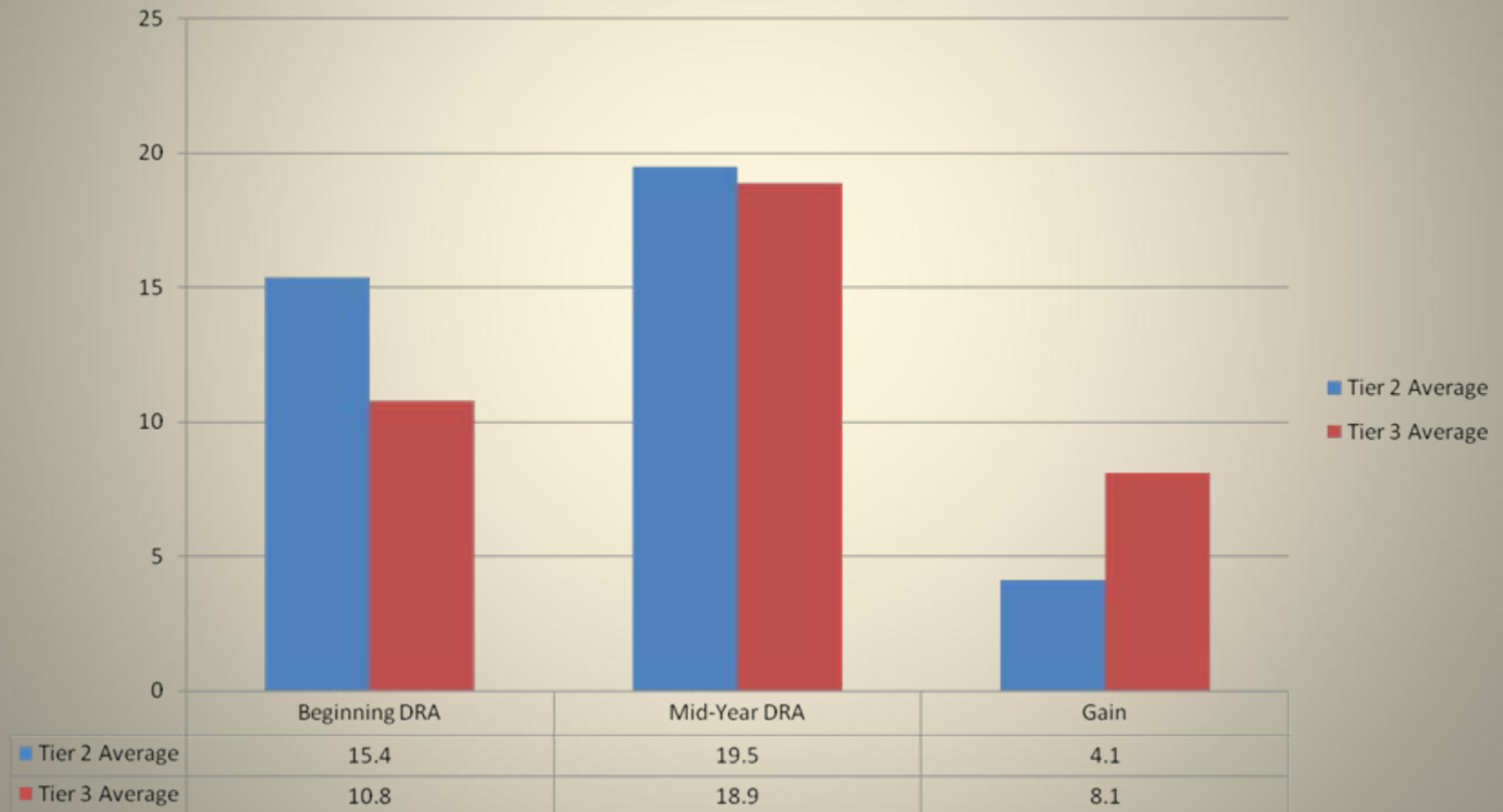
Sample Data Used to Make Decisions

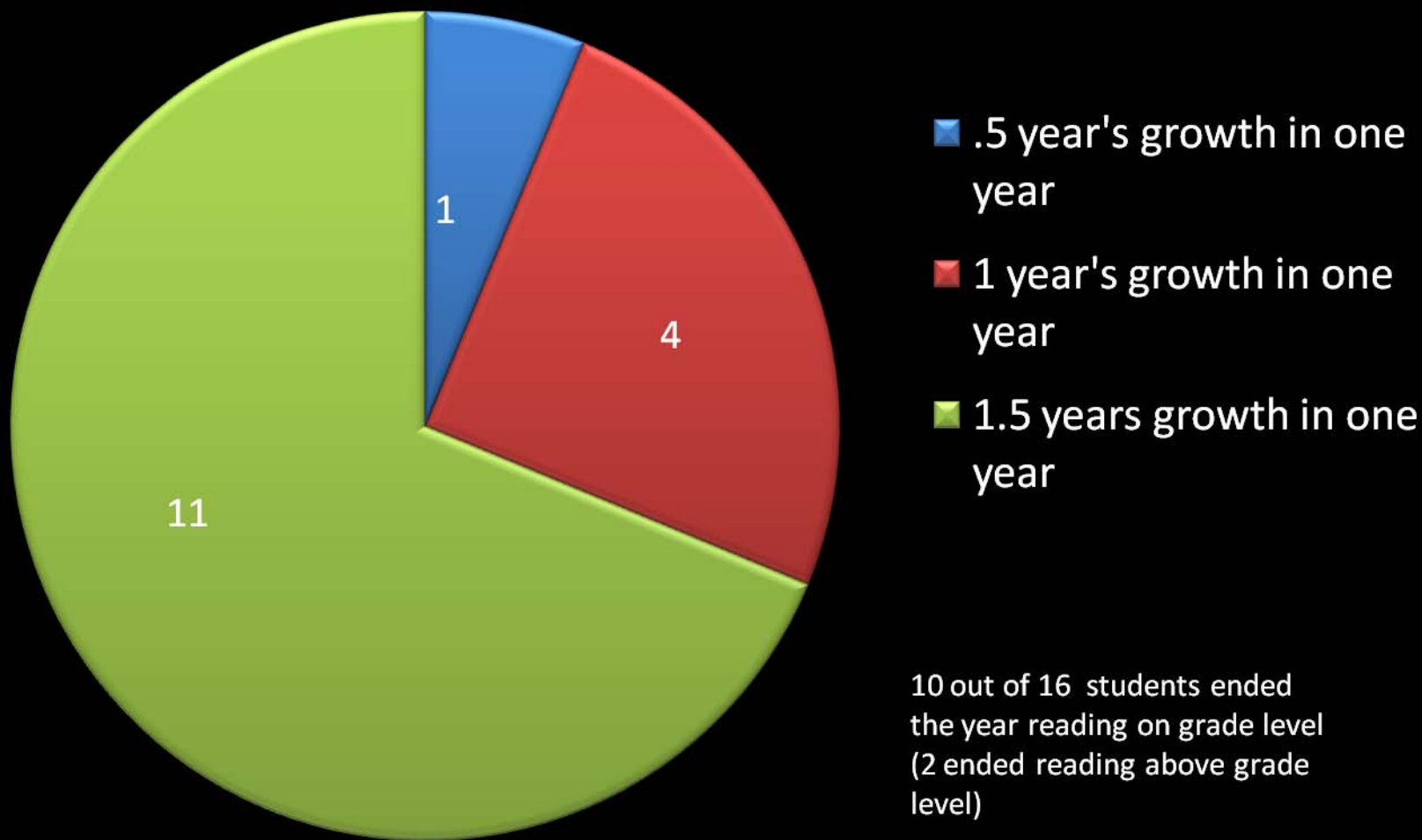| Student 4th/Unit 1	1 infer	2 character	3 infer	4 analyzing	5 sequence	6 setting	7 context clues	8 character	9 author's purpose	10 setting	11 judgements	A	12 author's purpose	Student
1		x							x		x			1
2	x		x				x			x	x		x	2
3							x		x		x			3
4	x	x	x								x			4
5							x		x					5
6		x									x			6
7	x						x		x					7
8			x					x			x		x	8
9									x		x			9
10				x			x				x			10
11														11
12									x		x			12
13		x					x							13
14				x					x		x			14
15	x													15
16							x			x	x			16
17									x					17
18				x					x				x	18
19								x						19
20	x						x		x		x			20
21							x							21
22			x								x			22
23	x							x	x				x	23
24														24
25					x				x		x			25
26								x			x			26
27		x												27
28									x		x			28
29	x						x						x	29
30														30
Total	7	3	6	4	1	0	10	4	13	2	16		5	Total
Class % Mastery	77	90	80	87	97	100	67	87	57	93	47		83	Class %
Grade % Mastery	86	91	78	83	98	98	63	96	81	95	67		93	Grade %

Tips:

•The philosophy of RtI is based on good practice for all students-it is a solid argument. Every conversation needs to be about student achievement- what is best for students- not what is best for or preferred by adults.

•Market the support that RtI gives teachers to assist them with meeting the instructional needs of at-risk students. Teacher demands are heavy and growing. Additional support is easily justified and greatly supported among all stakeholders.

•Create a forum for having professional conversations- get your key school leaders on board.

•Start small within the school. Pilot it with one or two grade levels. Highlight their successes - small ones- student successes gratify educators and parents (consider progress and improvement to be a success).

•Naysayers will jump on board when they witness success.

"All truth passes through three stages. First, it is ridiculed. Second, it is violently opposed. Third it is accepted as being self-evident."
Arthur Schopenhauer

Second Grade Tier III Reading

Legend:
- ■ .5 year's growth in one year
- ■ 1 year's growth in one year
- ■ 1.5 years growth in one year

10 out of 16 students ended the year reading on grade level (2 ended reading above grade level)

Component 2: Infrastructure Building Tips

- Do not choose team leaders- share the wealth (team leaders on the team are the exception not the rule)
- Data Mentor- School Psychologist
- Content Specialist- Math Specialist and Reading Coach
- Facilitator/ Instructional Leader- Principal
- Staff Liaison- SPED teacher, Speech Language Pathologist, Title 1 teacher , General Education Teacher

Infrastructure Building Tips continued

- Use data to evaluate core instruction
- As leaders, take ownership of the data and use it to drive decisions and to frame difficult conversations about current practices.
- Focus on student achievement
- Using data, decide with the RtI leadership team whether to use the Standard Protocol Model or the Problem Solving Model (page 30 in the Blue Print)
- Implement targeted, on-going professional development
- Have a solid, systematic plan in place for making decisions. The team should be trained in it.

Component 3: Implementation
(To Be Continued in the Afternoon)

- Master Calendar/ Schedule

- Benchmark Testing

- Tiered Instruction

- Progress Monitoring

- On- going Professional Development